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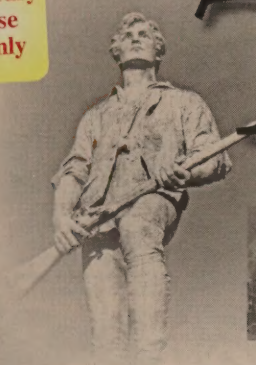

The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969

Producing 'Kiss Me, Kate'
Students in cast and crew work together behind the scenes to bring a musical adaptation of Shakespeare to the LHS stage.
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Exploring sports analytics
Kevin Antonevich dives into the numbers behind sports analytics at the MIT Sloan Sports Analytics Conference.
[turn to page 8]

Volume LV Issue V — April 2014

Superintendent Ash announces retirement, looks back on tenure

Jungwan Kim
Staff Writer

After nine years as superintendent of Lexington Public Schools, Paul Ash announced he will be retiring in June 2015.

During his time at Lexington, Ash said he feels he worked to make LPS a better learning environment for all students, regardless of their ability levels.

"I'm very proud of the work we've done to provide special education programs and programs for English Language Learners. I'm proud of closing achievement gaps for special education," said Ash.

Ash also spent his time trying to create an inclusive atmosphere for all of the diverse students attending Lexington schools. One of the most publicized incidents during his time at Lexington was the case of David Parker, a parent who sued the Lexington school district in 2006.

Parker sued the district because his son received a picture book at Joseph Estabrook Elementary school about diverse families, which included a picture of two same-sex parents. He argued for the right to be notified when his child was learning about same-sex marriage, and to exempt his son from receiving the information. Ash denied Parker's request.

"I'm very proud of that because I saw that as a civil rights [issue.] As you know, [Lexington High School] is a very diverse environment and people come from all around the world. I'm very proud of the work we've done to make this place where no matter where you come from, no matter what your beliefs are, you're respected and valued," said Ash.

Ash, who has already published a book about school systems, said he hopes to continue working after his retirement to better the American school system.

Staff photo by Alice Li

Paul Ash, superintendent of Lexington Public Schools, will be retiring next year in June.

"I plan to teach principals and superintendents over the United States. I intend to teach courses in leadership, and to be a consultant and mentor in various school districts," he said.

The School Committee is currently searching for a new superintendent to replace Ash. The transition, if done properly, should be smooth and not create a large change in the schools.

The School Committee, who is in charge of hiring, is "going to ask the high school principal for help in that process. Lexington does a good job in being inclusive and including a lot of voices," said LHS Principal Laura Lasa.

The work to find a new superintendent is still in the preliminary process, as Ash announced his intended departure this February. The School Committee met on Thursday, April 10 to discuss the steps moving forward in the hiring process.

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LHS to expand in response to rapidly growing student body

Michelle Chong
Staff Writer

To accommodate the continuing increase in student enrollment at Lexington High School, administrators are planning to expand campus space and faculty.

Statistical trends presented at a Lexington School Committee meeting on Nov. 5, 2013, indicate that the high school population will increase by an average of 40 students every year, increasing from around 2,000 to 2,400 in the next decade.

At the end of 2013, Superintendent Paul Ash established the Working Group on Enrollment Study and Space Options to help study and forecast enrollment in Lexington Public Schools.

Joe Pato, a member of the Working Group, presented an interim report to the committee on March 11.

LHS will expand its near-full capacity by constructing two 10-classroom modular buildings on campus and hiring new teachers to the faculty. The modular buildings are estimated to cost $6.7 million to $7.7 million dollars, and are being built in the Senior Quad near the library and between the science and math buildings.

As cited in the superintendent's recommended 2014-2015 budget, one or two teachers are expected to be hired in every academic department. A total of 10 new faculty members will be

[GROWTH, page 3]

X-Block removed to fulfill state hours mandate

Soumya Ram
Staff Writer

Beginning with the 2014-2015 school year, Lexington High School's schedule will begin at 7:45 on Wednesdays. X-Block is being removed in response to a recent state audit that discovered that LHS was not meeting the state mandated 990 hours of structured learning time.

The Massachusetts Department of Elementary and Secondary Education visits LHS once every six years to conduct an audit, an inspection to ensure a school is in compliance with state rules, the most recent of which resulted in the recommendation to remove X-Block.

"We're approximately 140 hours short [of 990 hours of structured learning] for juniors, and 170 for seniors. For freshman and sophomores we do meet [the mandate] with studies counted as 'directed studies,' which they are not," said Kurt Pfrommer, a senior and member of the Student-Faculty Senate.

However, removing X-Block still does not place juniors and seniors within the state-mandated 990 hours.

"Even if X-Block is removed, we still fall short [of the state mandate]," said Adam Goldberg, vice principal of LHS.

However, given LHS's academic history, the state department did not take further action, said Goldberg.

Pfrommer said that full compliance with the state mandate would require major changes such as eliminating open campus and having all students take 32 credits.

After the initial shock, most students have accepted the loss of X-Block.

"It's really upsetting to lose X-Block, but it seems like it's the better of the two bad options," said Corrine Auger, a sophomore.

However, others have been angry over losing the merits of X-Block, such as meeting with teachers or sleeping in. One such student, freshman Maxwell Saltman, created a petition to bring back X-Block on Change.org. The petition currently has almost 400 signatures.

Saltman said, "The purpose of my petition was to get the administration to do everything in their power to

[X-BlOCK, page 3]

Editorial

Four solutions for X-block dilemma

It's 7:45 on a Wednesday morning and most classrooms at Lexington High School are empty. However, the school is far from stagnant. Students are meeting with teachers, congregating in the commons and taking tests and quizzes. Around town, others are still slumbering soundly or catching up with family and friends.

X-Block has long been the lifeblood of LHS, a versatile time that benefits students in many different ways. Many students use X-Block to grab an extra hour of sleep or catch up with friends. Others polish off homework assignments before heading to school. Since most teachers are available during X-Block, it's a perfect time to catch up on classwork. X-Block provides another time for clubs and activities such as the Student-Faculty Senate to meet, allowing students involved in athletics or other after-school extracurriculars to pursue other areas of interest. In these ways and more, X-Block revitalizes the school as a whole.

While X-Block will be sorely missed, there are several options for operating on a schedule that meets state mandates and maintains some of these benefits.

One such option is to utilize Z-Block more effectively. Theoretically, Z-Block is a time from 2:30 p.m. to 3 p.m. where no extracurricular activities can meet. Students are supposed to use this time to meet with teachers or just take a break before beginning the rest of their day. Unfortunately, in practice, Z-Block is virtually nonexistent. Many clubs blatantly ignore the 3 p.m. start time and begin at 2:30 p.m, and athletes are forced to spend Z-Block changing and scrambling to get to practice on time. Simply enforcing Z-Block and even extending it to 3:15 p.m. could effectively replace X-Block, helping students reclaim time to meet with teachers.

Another possible solution is to add a block specifically dedicated to extracurricular activities to the schedule. During this block, students would have the option of attending a teacher-directed club or having a study. This solution has several merits; it would allow students to devote more time to clubs and activities while still meeting the 990-hour requirement, and it might be especially beneficial to students who don't have time to participate in clubs after school. However, one potential drawback is that adding another block to the schedule might extend the school day significantly, giving students less time to devote to homework and after-school activities.

An alternate method of meeting the 990 hour re-

[EDITORIAL, page 7]

Unsigned editorials reflect the opinion of the majority of the editorial board.

Gender equality at LHS still merits further discussion

■ Alana Kepler
Staff Writer

Lexington High School is known for a lot of things: its MCAS scores, its music program and more. This April, in honor of the past Gender Equality Month in March, it's time to reflect on Lexington's legacy of promoting safety and comfort for people of all genders.

On display in the main hallway of the Main Building is a collage, depicting powerful women and powerful messages. Dripping with pink and the traditionally feminine, the board is intended to celebrate March's national theme.

Another unique attempt to empower LHS students is the Race, Gender and Human Behavior course. Taught by Lindsay Banks, the class focuses on getting students to start a dialogue on gender and race issues.

Banks said she also attempts to help her students recognize their own implicit bias against people of variant genders, as well as against women.

She says students who haven't experienced sexism or transphobia commonly question whether these issues truly still exist. After all, it's the 21st century, and a common myth is that people of all genders, particularly men and women, are treated equally.

However, the wage gap between men and women is alive and well, with Forbes report-

[GENDER, page 7]

All right kids, since the state says you guys aren't putting in enough time already, we're getting rid of x-block. We know this will be stressful for most of you.
And since there's already a stress problem at this school, we are taking significant steps to lower your stress levels. So without farther ado...
Remember to breathe deeply and here's a stress ball.
See? All Better!

Comic by Anna Rodman

AP redesign presents new challenges

■ Mayukha Karnam
News Editor

For many Lexington High School students, come May, there is one last hurdle to cross before summer: Advanced Placement exams. An entire year's worth of effort and studying comes down to approximately three hours of testing.

As if AP exams have not been stressful enough in the past, the College Board has begun the long process of redesigning several exams. The majority of AP exams, including Chemistry, Physics B, United States History, Spanish Language and Culture have been or are slated to be revamped in the future. Therefore, there is a very real possibility that a student may repeatedly face redesigned exams, year after year.

On top of considerable modifications to the exam structure and course curriculum, the College Board is also

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DeFeudis retires; school creates committee to aid in hiring process

■ Tolga Bozkaya
Staff Writer

The Lexington High School administration is currently seeking a new dean to succeed the dean of the math building, Nancy DeFeudis, who will be retiring at the end of the current academic year after working for over three decades at LHS.

The usual hiring process begins with a call for applications. Candidates send in resumes, and, during that time, LHS creates an interview committee, which consists of deans, the department head, guidance counselors and teachers. The committee screens the resumes and assess candidates with an interview and a writing prompt.

"We ... consider the mix [of a candidate's qualities] and how they'll fit into the team and what building they will be assigned," said DeFeudis.

Although the process for hiring a new dean is elaborate, Principal Laura Lasa said she hopes to fill the position before April break.

The role of dean encompasses many responsibilities.

"First and foremost, each dean is the chief advocate for over 500 students, which is their typical caseload," said Lasa.

Each dean is responsible for overseeing students' academic opportunities and ensuring their continued successes inside and outside the classroom.

Deans act as "the main bridge between a student's family and the school, filling the void where the interaction between a student and his or her guidance counselor may not always suffice, as well as serving as the primary third party that is consulted in times where the administration cannot find the best solution," said Lasa. Deans also evaluate and supervise teachers throughout the year.

The new dean could be someone from either within the LHS community or outside it. Lasa said she believes that both scenarios have their pros and cons.

"The goal of the school is to promote someone from within," she said, as those who are already familiar with the high school community have crucial insights and expertise which may be more difficult to find elsewhere. On the other hand, Lasa said, hiring those from outside the community would bring in a new perspective.

The role of a dean undergoes constant modification. LHS is currently in the second academic year where deans are not coordinating Massachusetts Comprehensive Assessment System testing, enabling them to focus their efforts on maximizing one-on-one relationships with students and maintaining academic standards.

Currently, the task of coordinating MCAS testing falls to Adam Goldberg, the associate principal.

Lasa said she envisions an ideal situation where deans' roles would be more interest-specific.

"When deciding each dean's specific role, we would try to make sure they take the specific role that they are most curious and passionate about," she said. "I would also love to put in place a student support team where deans can find ways to support not only those students who need guidance, but also connect to and commend those who are successful."

Susie Kim contributed to reporting.

GROWTH - PAGE 1

hired. These two accommodations have already been approved for the 2014-2015 budget by the School Committee.

Pato noted at the School Committee meeting, however, that the school administration still needs to think about additions to the campus. "Flexibility is key when you are dealing with this degree of uncertainty," he said.

The Report of the Working Group has noted that the current situation is reminiscent of the enrollment peak situation in the early 1970s, when every Lexington district school reached capacity and rapidly expanded. However, that peak did not last and the rapid decline in enrollment resulted in the closure of four elementary schools in a four-year period.

The current enrollment growth began in 2010, and has since risen sharply. The largest factors contributing to the rise in enrollment are the construction of new apartments and condos, combined with an increase of families with children, said the Working Group.

The cohort survival models, which run from birth to graduation and are used for enrollment projections, indicate that enrollment will continue to grow in the next decade, ensuring that accommodations such as modulars will continue to be used.

On a smaller scale, the administration has "recommended plans to modify seating in Commons I and Commons II to reduce the overflow of students during lunch," said Adam Goldberg, the associate principal. "For this supplementary change, however, we're still waiting for approval."

The plan for modified seating goes along with the Working Group's suggestion that schools ought to remain flexible when considering accommodations to make. There is a wide range of perspectives on how to approach the issue.

"[We should] consider multiple scenarios for future enrollment trends," said Pato during the March 11 meeting.

When working on enrollment forecasts and major policy changes, it's essential to "start the dialogue with the community stakeholders," said Jessie Steigerwald, a School Committee member. She also said we should "know about financing from other communities in order to plan for the future."

X-BLOCK - PAGE 1

get X-Block back, but I found out they were already doing that. It was then used by people to get information."

Saltman is also a member of the Senate, which is determining a new meeting time for next year in the absence of its usual meeting time during X-Block.

X-Block is "certainly gone next year," said Pfrommer. "Two years down the line, though, we might be able to bring X-Block back. We would need to ensure that all students are engaged doing something meaningful."

Melissa Buttaro, an LHS guidance counselor, said one possible replacement could be an activity block when teachers could guide the students in various activities. However, this would not be feasible for the upcoming year.

Next year, the day's schedule will start with the 45 minutes of X-Block being absorbed into the following blocks, said Goldberg. The order of the blocks on Wednesday will remain the same.

Principal Laura Lasa will create a committee in the 2014-2015 school year to engineer a replacement that preserves X-Block's merits.

Staff photo by Claudia Sun

Roanne Bosch, a teacher of freshman English, was named the interim English department head for the remainder of the 2013-2014 school year.

Bosch appointed interim department head, filling in for Elizabeth Crowell

■ Anar Kansara
Kristin Tissera
Staff Writers

Roanne Bosch, a teacher of freshman English, has been named the interim English department head for the remainder of the 2013-2014 school year, following the retirement of Elizabeth Crowell, who has held the position for the past four years.

Bosch said, "I have amazing colleagues in the English department, and that Ms. Lasa asked me [is] ... humbling."

Prior to this year, Bosch taught four freshman classes. For the 2013-2014 school year, she began teaching two junior classes along with two freshman classes.

However, after taking the department head position, she was only able to continue teaching her two freshman classes. Finley Smith, a recently hired teacher, is currently teaching the two junior classes.

Bosch said that the transition to English department head has been a bit hectic. Being department head entails completing student recommendations, creating teacher schedules, supervising evaluations and following up with parent or student concerns.

"I am no longer teaching my two American lit courses, and that's actually been the hardest thing," said Bosch. "Just being [in my new office] and not in ... the teacher's room, I've been feeling a little separated from my colleagues."

Despite the additional responsibilities of the job, Bosch said, "because it happened so suddenly, my main thought is making sure everything happens that is supposed to happen, and getting everyone through the year feeling good."

Bosch's former students have characterized her as a friendly, caring and helpful teacher.

Natalie Tabak, a sophomore, said, "She's one of the best English teachers I've ever had."

When choosing an interim department head, Principal Laura Lasa said she could have either gone through the traditional selection process or picked someone she was already familiar with. "I decided to opt to get someone in place quickly, to bring some stability to the department," she said.

Lasa had supervised Bosch in her practicum, or practical study, at the EDCO Collaborative's Educational Leadership Institute. Lasa said, "In the process of supervising her practicum, Ms. Bosch had already been working on various papers and projects, and was aware of different changes in the school, so she already had information that I wouldn't have to backfill."

Other administrators have responded positively to Bosh's appointment.

Dean Scott Kmack said, "Ms. Bosch is currently working in the EDCO leadership program and ... has done a lot of work in terms of understanding the issues a department leader would handle."

The reaction from teachers has been positive as well.

Ellen Shea, a freshman world history teacher, said, "She's really easy to work with, thoughtful, and she listens to both kids and teachers."

Lasa said, "I appreciate [Bosch] stepping up to do this, and I appreciate the confidence that the English department has had in supporting my decision to bring some stability right away and not go through a longer process."

The process to hire a permanent department head will begin after this school year is over.

"Ms. Bosch or any other member of the English department is welcome to be a part of that process," said Lasa.

LHS's Academic Clubs

by Sarah Zhang

History Bowl

The Lexington History and Quiz Bowl Club is a club that participates in national history competitions. During these competitions, participants are tested with a timed buzzer. History Bowl meets every Wednesday, and the members practice by reading through questions from previous competitions and reviewing material for upcoming tournaments. The team has recently achieved multiple successes. The History Bowl varsity team placed second in the Boston Fall Tournament, won first place in the Massachusetts State Championship and took second place at the New England Championships. The junior varsity team reached the quarterfinals at the Massachusetts State Championship and won in their division at the New England Championships this year.

Department of Energy (DOE)

The Department of Energy Science Bowl is a club that participates in the National Science Bowl. DOE is similar to the History Bowl in that at competitions, the club members are tested with a timed buzzer. During meetings, DOE simulates tournament settings by using buzzers to practice recalling and delivering facts at a faster speed. Junior and club member Caleb Siu wrote in an email, "We mostly study individually so that we can do better during rounds." This year, the Lexington A team won the regionals tournament for the eighth consecutive year and will compete at the national level from April 24-28. Siu wrote, "Overall it is a very competitive process with cuts in order to determine the lineup of our A team, and from there we practice to get better and hope to do well at nationals."

National Ocean Sciences Bowl (NOSB)

Like DOE, the National Ocean Sciences Bowl is a club that competes in science, buzzer-based competitions. However, NOSB differs from DOE in that it focuses on ocean-based science. NOSB usually sends two teams to compete in the regional Blue Lobster Bowl, which is hosted by the Massachusetts Institute of Technology. NOSB has won the Blue Lobster Bowl and has moved on to nationals for four consecutive years. This year's team is currently preparing for nationals in Seattle. Sneha Rao, a junior and one of the captains, wrote in an email, "Each practice, we run buzzer rounds, which consist of someone reading their question set of toss-ups and bonuses to two 'teams' of four. In addition, we all study independently throughout the year to make sure we keep updating our knowledge on the oceans!"

Photo courtesy of Joshua Olivier-Mason

From left: Don Shulsinger, Joshua Olivier-Mason, Joy Walsh, John Harper and Dave Walsh, members of Mill Town Rounders, play at the Cantab Lounge in Central Square, Cambridge.

3 LHS teachers perform in Mill Town Rounders bluegrass band

■ Ashvin Antony
Daniel Kim
Staff Writers

Students aren't the only ones who balance diverse activities outside of their schoolwork. Three teachers from Lexington High School — John Harper, Joshua Olivier-Mason and David Walsh — are part of a six-person band called the Mill Town Rounders, in which they play bluegrass and bluegrass-inspired music.

The band only started playing together last spring, but has already begun performing at a handful of locations around Boston.

"Three of the people in our group live in Maynard, so we've played in a few places out there, such as the Serendipity Café," said Olivier-Mason. "Our last gig was at the Cantab Lounge in Cambridge, which is a pretty well-known place to hear music in Central Square."

The band also performed at the Maynard Festival.

Harper said, "Different areas of the town are set up with stages, and we took a stage and played for an hour [or] an hour and a half."

Though the group has only existed for about a year and a half, word has gotten around about its playing, and other teachers and staff from LHS have attended its performances.

"They're all really talented, and had a great sound," said dean Scott Kmack who attended the Mill Town Rounders' performance at the Can-

[MILL TOWN, page 6]

collegebored

4 things I hope to never do again after applying to college

■ Alison Cameron
Columnist

1. Check my email compulsively

It was ridiculous how much I checked my email over the course of December through March. Even if it was an email from a university I didn't apply to, I would jump a bit in my chair whenever I saw an email from a college. Was it a decision? Was something wrong with my application? On admission days, I had never refreshed my email more. I was obsessed with knowing what the status of my application was, even if I didn't really care about the school. It became such an ingrained habit that I didn't think twice of it until after I had received all of my decisions. My email has become the wasteland it used to be, something I look at once a week just to delete spam.

2. Ask too many questions at the registrar

Before this year, I didn't even know where the registrar was. During autumn and early winter, I found myself in there almost every other day with another desperate question about how to work Naviance.

I am terribly hopeless with technology and nothing I did seemed to make sense or work. Even though the women who worked there were considerate and helped me get my transcripts and letters of recommendation in order, I was always embarrassed because of how incapable I felt. I would make the same mistakes each time, such as not actually requesting a transcript when I thought I did, and ended up paying for too many transcripts and never meeting the deadlines. I am so thankful that I know I will never have to deal with the connection between Naviance and the registrar again.

3. Attend disastrous interviews

I didn't have to go to many interviews, but at almost all of the ones I did have to attend, something went horribly wrong. Either an old woman hounded me with impossible questions like "If you were a type of cleaning supply, which one would you be?" or a freshly-graduated guy in his twenties barely listened to anything I was saying. I had one interviewer who knew my mother and just talked about how they went on trips to Cape Cod together. We never even discussed the school or what I was interested in. Luckily enough, I didn't get into that school so I didn't have to worry about acting that self-absorbed.

It will be at least another year until I have to interview for jobs and internships, but hopefully they won't be as strange and uncomfortable as the college ones were.

4. Decipher pretentious essay questions

For the first month of applying to college, I didn't even know what half of the supplement questions meant or why they were being asked. Why was Oberlin's first question an entire paragraph about how it is an "ideal laboratory"? Why did Tufts care what I thought about sports teams? Did Vassar really want me to paste my poetry info in the "your space" area? Why did they want a picture of me? The list of questions goes on. Perhaps if the questions weren't as long as the essays themselves I would have finished all of my applications by November, instead of scrambling at the last minute because I didn't know how to respond to a Virginia Woolf quote.

These supplements were intended to set students apart from each other and make the decision process easier, but in my case all they did was encourage me to write essays that didn't make any sense. These essays only further complicated the process and probably made the wait longer for everyone. I'm glad I won't ever have to write another 200-word essay again on how I experience one of my extracurriculars.

Thanks for reading my column all year everyone! I wish you the best of luck in September and beyond. May the next few years bring some fantastic adventures, interesting people and enlightening ideas.

Cheers,
Alison Cameron
LHS Class of 2014

'Kiss Me, Kate' combines student work in music, costumes, tech

Andrea Michelson
Grace Wu
Staff Writers

Staff photo by Sherry Ye

The cast of "Kiss Me, Kate" prepares for the spring musical through vocal training at a rehearsal led by Jason Iannuzzi.

Lexington High School's upcoming spring musical, "Kiss Me, Kate," will grace the auditorium stage from May 8-10, and preparations are well underway.

Originally written by Cole Porter, this musical was selected by LHS's drama department in honor of William Shakespeare's 450th birthday.

"Kiss Me, Kate" features a 1950s theatre group presenting Shakespeare's "The Taming of the Shrew." The plot switches between the characters' reality in 20th-century America and the play they are performing which is set in Elizabethan England.

As with any other musical or production, character expression is a vital part of preparation.

"If we aren't working on singing or acting, we are building our characters with fellow cast mates," said cast member Ethan Embry, a junior.

Rachel Kahn, a sophomore in the cast, said "We've also been looking at commercials and movies from the time period so we can learn the mannerisms and styles of the characters in the show."

Research is crucial to making costumes, finding props and designing sets. Leah Mirani, a senior in LHS's costume design club, Costume Crew, explained the preparation that goes into portraying a specific time period.

"We do a lot of research on the era that the show is about — in this case the 1950s — to figure out what was popular and how we can work with that using our materials and resources," said Mirani.

This research is further complicated by the inclusion of not just one, but two time periods.

Jillian Singer, a performing arts teacher, explained, "The props must be fit for the play within the play."

Student coordination and management is also vital to the musical's success. Julia Steigerwald-Schnall, a senior and the stage manager of the musical, is the show's cast-crew liaison.

"I attend all the rehearsals, take notes on what happens on stage, the technical things that need to happen, and I communicate that to the people on technical crew, who do costumes and music, so everyone understands what needs to happen in order for the show to come together in a cohesive way," said Steigerwald-Schnall.

Steigerwald-Schnall's job involves considerable organization, responsibility and commitment. Her daily duties include starting rehearsals, "blocking" scenes, organizing sound cues, controlling lighting, managing scenery and, finally, sending out a report on the day's work.

Another element of the spring musical is the instrumental accompaniment, provided by a pit orchestra. This orchestra is conducted and managed by Jeffrey Leonard, the Coordinator of Performing Arts at Lexington Public Schools.

For students involved, the pit orchestra is a large commitment; over the course of preparation, students are expected to attend nine rehearsals, each of which is a couple of hours long. This commitment is especially important to the production of "Kiss Me, Kate," as this year's music is more technically difficult than that of past years.

"There's a lot of music that they have to do ... there's a lot of reading and a lot of prepa-

[KISS ME, KATE, page 7]

Pop Culture: From 'Fruit Ninja' to 'Flappy Bird,' trends come and go

Becca Xu
Columnist

Pop culture is constantly changing. What is "cool" while I am writing this article will probably fall out of relevance by the time this gets printed, and that is why it is often difficult to find subjects to write about. I am stuck writing about overarching generalizations and stuff that never really falls out of the social conversation because new incarnations of it are constantly popping up.

But isn't that what pop culture is at its very core? It is the recycling of tried-and-true trends — every generation of youths has its own form of rebellion. Think of jazz in the '20s, rock 'n' roll in the '60s, hip hop in the '90s; think of the hippie/free love revolution; the grunge and punk eras.

Every generation of youths finds a way to go against its parents' way of doing things. It is the "kids" that older folks lament about when they say, "Kids these days!"

We are those kids — we are the millennials, we are Generation Z, we are the digital natives. We were born into a world of constant communication through technology. And because of it, our pop culture trends rise and fall faster than ever before.

For example, think of Flappy Bird. A couple months ago, Flappy Bird blew up to a ridiculous proportion. At one point it was the most downloaded app on iTunes. Everybody and his or her mother had the game on their phones. Then it fell off the proverbial ledge of coolness. It was so talked about that people had run out of things to say about it — so then nobody talked about it.

Think about how many other apps have suffered a similar fate: do you still play Plants v. Zombies, Fruit Ninja, Temple Run or Subway Surfer? Even Candy Crush reached its peak last summer and is facing its inevitable decline (wow, talk about a throwback).

What about music? With pop music, it seems like there is a new "No. 1" song every week, and artists seem to be constantly putting out new material to compensate. I don't know if you remember, but I swear there was one month during which Katy Perry put out a new song every week.

And then you have social media. Let's face it: Even though Facebook was the coolest thing ever back in middle school, now it's just a burden that you deal with because how else would you contact that random kid you were paired up with in history for that one project? You and I have Facebook accounts for the sole reason that everybody else has one. Do you even care about Vine anymore? And Snapchat? Do you

[POP CULTURE, page 6]

Community Service: First Rangeela fundraiser raises money for rural India

Katie Chen
Matthew Weiss
Staff Writers

On Feb. 28, Lexington High School hosted its first Rangeela fundraiser, aimed at helping build schools for underprivileged children in rural India.

The program included performances by the LHS Jazz Combo, LHS a cappella groups Pitchpipes and Onomatopoeia, an Indian a cappella group from Boston University, a bhangra group from MIT, Berklee College of Music fusion artist Nalini Krishnan and more.

The fundraising effort was for Ekal Vidyalaya, an international organization devoted to helping youths in rural India get the education they need.

Organized by junior Sahana Srinivasan and other National Honors Society members, as well as members of the Ekal Vidyalaya team, the event was a huge success and raised nearly $3,000.

"I'm very thankful for all the support I received from the community," said Srinivasan. "I'm really glad that I had the opportunity to spread awareness to the students."

The program was lively and filled with diversity. An abundant assortment of snack and dinner boxes, provided by Masala Art and the Royal Indian Bistro, was offered to guests.

"I thought that it was really cool to see all the different cultures," said Megan Hernandez, a junior and singer in Onomatopoeia. "The dancing was incredible, and Sahana did a great job; the entire event was very well organized and the food was amazing."

"We knew we wanted to have very good dance programs," said Srinivasan. "So we reached out to local groups and to organizations in the Boston area for variety."

Courtesy of Sahana Srinivasan

Sahana Srinivasan, a junior and host of Rangeela, opens the event with a speech thanking her supporters.

Srinivasan came up with the idea for Rangeela, and began planning in earnest at the end of November. Organizers of the event are planning to make it an annual project.

"We live in a town where education is considered very important," said Srinivasan. "So I thought it would be a good idea to have a fundraiser of this nature at our school."

People at the event were impressed by the organization and preparation that went into planning it.

"Sahana clearly spent a lot of time organizing it, because they managed to bring in groups from all over the place," said Charlie Coburn, a junior and member of Pitchpipes. "It was a lot of fun."

WHAT DID LHS THINK ABOUT THE OSCARS?

Best Picture
12 Years a Slave

"I think the Wolf of Wall Street should have won. The acting was better, Leonardo DiCapri did a very nice job. Overall the movie was better than Twelve Years A Slave, which did not live up to my expectations."
Ayman Qadir, sophomore

"Of the ones I have seen, I think Gravity would have won because it is very different from the movies we have been seeing. The inclusion of the 3-D aspect of it made for a much different movie experience."
Shane Wilson, teacher

Best Animated Feature
Frozen

"I loved it, my kids loved it...My daughter and her friends did a dance for Let It Go."
Tammy Darling, teacher

"I don't know, there are many movies that deserved the oscars, but I'm not mad that Frozen won. But my favorite part of the movie was all the singing, especially the song 'Love is an Open Door'"
Samuel Huang, junior

Best Actor
Matthew McConaughey

"I like him. I've heard of him before. He gets the ladies; all the actors do. I like his hair. I think he deserves the win."
Richard Kuang, sophomore

"The movie was amazing because he played a very different character than he usually does. He also physically looked like an AIDs patient, so I think that was really cool. He was also an interesting character because he's really not that likeable, but you want to start cheering for him because, in a time when AIDs is such an issue, he's stepping up and speaking out."
Ellen Shea, teacher

Best Actress
Cate Blanchett

"I like her, I mean… I saw her speech and I thought she had a good speech. It was kind of controversial, but I like her, and I think she definitely deserved to win."
Acadia Connor, freshman

"I thought she did an amazing job in Blue Jasmine. It was a very believable performance. She was kind of an unlikable character, but she gets so likable at the same time. So I definitely thought she deserved it. I don't really know who else was nominated, so I can't say if they deserved it more, but I think Cate did a great job."
Jane Hogan, student-teacher

What do YOU think

"X-block is already great, but I understand that it has to be replaced, so I think it would be nice to have test review sessions with teachers instead."
Shohini Stout, junior

"I'm usually at school doing work during X-block so for me it wouldn't be horrible but I would not want a class during that block."
Joy Shen, freshman

should replace X-Block?

"Everyone should go to yoga class in the field house."
Samuel Andre, senior

POP CULTURE - PAGE 5

still use them as much as you did when they first came out? Because honestly, I know I don't.

This is my last column of the year, and the time has passed as quickly as any pop culture trend. As this year comes to a close, some of you might be excited for the next year, some of you have big plans for the upcoming summer and some of you might even be a little bit sentimental about this year ending. As my tenure for this column draws to a close, I would like to thank all my readers, my wonderful editors and the amazing staff at The Musket.

This has been as much of a learning experience for me as it has been a space where I could share my thoughts and ideas with you. If I'm being honest, when I first got my assignment as the "Pop Culture columnist" I felt quite daunted—I didn't even know what pop culture meant! I've come to realize that although pop culture might not seem as important as a topic such as politics, it is as much of an integral part of our lives as how our government runs this country. Pop culture encompasses all of the thoughts, ideas, attitudes, perspectives, images, etc. preferred by the "mainstream" population—it is a common denominator that unites every one of us.

Once again, I thank you for reading. Stay gold, and finish the year strong!

MILL TOWN - PAGE 4

tab Lounge this past February. "The way that they played together really brought out the best in the group. It was a really neat blend between the guitar, ukulele, and harmonica, and the two vocals."

Ellen Shea, a world history teacher who has also attended one of the band's Cantab Lounge performances, said, "It was fun to see them perform, especially since it is a setting much different from work. It was interesting to see a different side of them ... and I would definitely want to go see them again."

To prepare for different performances, the band meets once a week. Rehearsals, though fun, are still intensive.

"Bluegrass songs are fast, they don't last very long ... so we have a very long setlist," said Olivier-Mason. "Especially for a three-hour gig coming up."

A long setlist, however, does not necessarily mean lots of rehearsal.

"Our rehearsals are pretty active [and] well-used. We don't waste a lot of time," said Harper.

Another challenge, besides coordinating schedules, is balancing time with the band with the responsibilities of teaching and time with family.

"It's not a job, so the people [in the band] do it when they can," said Olivier-Mason. "We try to rehearse at least once a week for a few hours or so, and we do for the most part, but it's hard."

However, members of the band remain committed.

"The fact of the matter is, if you want it to be a part of your life, you make it a part of your life," said Harper.

The band formed easily. Walsh and Don Schulsinger, the banjo player, had played together before in a more traditional rock band, but both wanted to try out playing bluegrass music.

"And from there ... everyone sort of knew each other," said Olivier-Mason, who both plays ukulele and provides vocals.

Harper, who was experienced in bluegrass guitar and had played with many bluegrass musicians in the past, was also quick to join in.

"Mr. Walsh happened to talk about how his wife wanted to play bluegrass," said Harper. "And I said, 'I'm all about that, been doing it for a long long time!'"

The band name comes from a combination of Mill Town, a common nickname for Maynard, and Rounders, an archaic American term to describe someone who would "literally make the rounds ... and run a circuit of gambling parlors," said Harper. "But we don't gamble," he added, laughing.

The Mill Town Rounders are performing on May 3 at the Serendipity Café in Maynard and on May 8 at the Cantab Lounge in Cambridge, Mass.

SLOAN - PAGE 8

tonevich's articles. "The analysis is very professional and in depth."

Antonevich often implements charts and graphs in his articles to help present the topic he is discussing. For instance, a recent article previewing the upcoming Major League Baseball season included graphs showing the contact rate of Texas Rangers slugger Josh Hamilton and a table showing the distance of home runs hit by David Freese, a player on the Los Angeles Angels.

Lang said, "[Kevin is] very clever with how he applies a large variety of statistics to draw a variety of conclusions about players and teams."

According to Antonevich, pursuing statistical analysis could eventually lead to a career in sports.

"A lot of front office executives like general managers and head coaches [started as] a sports analyst ... who would send their work to teams and run their own websites," he said.

For now, using the knowledge he gained at the Sloan Conference, Antonevich will continue to write for his blog and pursue his interest in sports analytics.

PAGLIUCA - PAGE 8

mistake into a positive."

Pagliuca has gleaned important personal lessons from his years of coaching. Among them is the importance of being open to criticism and constructive feedback.

"If somebody has a suggestion that is better than yours, you just have to put your ego aside and accept it," said Pagliuca.

One of the captains of this year's team, LHS senior Amanda Charlton, described Pagliuca as good at finding a balance between being intense and supportive.

"What I like about his coaching is that he knows when he needs to be tough but then he knows when to build you up," Charlton wrote in an email. "He keeps practices in a light nature ... but we still get a lot done during them."

Among Pagliuca's favorite aspects of coaching are the interactions he has with his players.

"I love dealing with kids and interacting with them on a different level than teaching in school," said Pagliuca, who is also a gym teacher at LHS. "You really get to know a player more on a personal level."

Pagliuca sees this year's team as a highly motivated group of athletes that will work hard to return to the state tournament.

"The team's a small group, but it's a dedicated and passionate group," said Pagliuca. "I just hope we continue to grow on the field, and continue to grow as a team, and hopefully by the end of this year we'll be playing our best softball."

ASH - PAGE 1

Glenn Koocher, the Executive Director of the Massachusetts Association of School Committees, was present to advise the committee on the search for a new superintendent.

Jessie Steigerwald, a School Committee member, wrote in an email, "This meeting will be helpful as all five members will be able to hear MASC's suggestions, and will be able to ask questions. After the training, we will need to decide whether we are going to conduct the search 'on our own' or whether we would prefer to hire an organization or company [that specializes] in this kind of search to help us with the work."

According to the School Committee, Steigerwald wrote, because the Lexington school system is already high-performing, the end goal of this process is to find a superintendent who can continue to help the district maintain its status.

"The most important aspect of a superintendent is to do whatever is in the best interest of students. When superintendents focus on what students need, then they're doing good work," said Ash.

GENDER - PAGE 2

ing that, in Massachusetts, the average woman makes 79 cents to a man's dollar, two cents above the national average.

Massachusetts education officials also recently passed strong statewide rules that protect the safety of transgender children in their schools.

But despite our state's recent advances towards gender equality, individuals at LHS and beyond continue to be ignorant of how to treat everyone as equals.

Thankfully, awareness of these implicit biases — which everyone has — can make a difference. Studies show that recognizing your biases can actually allow you to change them. (To measure your biases, try taking one of the quizzes at https://implicit.harvard.edu/implicit/selectatest.html.)

"It does make an impact," said Banks.

While we can always start with the "man in the mirror," being aware of and vigilant about others' biases and actions can create a butterfly effect that goes far beyond ourselves.

"Let's be gentle and forgiving and gently remind people [about their problematic behavior] — which doesn't mean not to bring it up," said Melissa Buttaro, guidance counselor and advisor to the Gender and Sexuality Alliance at LHS.

Buttaro said she wishes that teachers were also more educated about these issues. During a professional development day in the fall, she attended a workshop on gender, but noted that it was only available for guidance counselors, social workers, nurses, school psychologists and health teachers.

"It's great for us, but what about the classroom teachers who are in the trenches, working with these kids face-to-face four days a week?" she said.

While our requisite health classes educate all students about gender, those who identify outside of the restrictive terms "male" and "female" aren't sure it's enough. They're often faced with ignorance from those whom they interact with most: fellow students, as well as teachers.

Jay Leichtman, a genderfluid senior who uses "they/them/their" said that their chorus teacher hasn't fulfilled their requests for him to stop using the word "ladies" when he really means "sopranos and altos."

"We're doing enough in class to learn from [teachers]; we shouldn't also have to educate them about trans issues," Leichtman said.

At LHS, we're constantly surrounded by an emphasis on awareness. It's time to apply that mentality of educational curiosity to the social issues that go much deeper than trigonometry.

Banks said that awareness is the ultimate force of change. It can help everyone come to an understanding that "despite the stereotypes, [all people] aren't that different in terms of hopes and dreams and fears."

CORRECTION:

In the last issue, Prasuna Cheruku and Cathy Ouyang wrote Student musicians celebrate the music of Charles Mingus, while Ashvin Antony and Daniel Kim wrote Two Lexington groups compete at annual Wyvern Invitational A Cappella Festival. We apologize for any confusion this may have caused.

AP - PAGE 2

significantly steepening the grading curve. Take AP Biology, for example. According to Total Registration, LLC, prior to redesign, in 2012, 19.4 percent of students received a score of a five. In 2013, the number shrank to 5.4 percent.

The redesign makes it difficult for both students and teachers to prepare effectively for the exam. All of a sudden, that large archive of old tests is useless for practice. Teachers have to adapt to a new curriculum and partially abandon what they may have been teaching for years. Students are forced to quickly adjust to the new standards and go into the exam without as much practice. This has resulted in a lower percentage of students receiving a score of five after taking the redesigned test.

It seems like there are a couple of reasons for the College Board's decision. As the number of students who do exceptionally well decreases, selective colleges can cherry-pick the top of the top with ease. Scoring a five on an AP exam is becoming a prestigious achievement, a shift from students previously being able to add another four or five onto a long list of AP scores with ease. The College Board is trying to shift the perception of an AP course and what it takes to score a five.

While the number of students that receive a five has decreased, the number of students who receive a three or four actually increased. The number of students who received a one or two also significantly decreased. This means that a higher number of students are actually receiving a passing score after the redesign.

The new challenges may deter some students from taking as many AP exams, which may actually help reduce unhealthy stress surrounding exams. Maybe the College Board is doing us a favor.

However, the changes make it harder for students to distinguish themselves by making it into the elite percentile of people who score a five. At a school like LHS, where consistent excellence is a norm, this intensifies the pressure on students. Regardless, there are many students at LHS and elsewhere who will continue to take AP classes and, as a result, experience extreme stress.

While the College Board's changes may be valid, they are happening too quickly for students to adapt. If the curriculum was modified and became progressively harder over a number of years, students would have time to acclimate and become used to the testing.

The College Board has a specific goal to shift the public's view of AP exams and make higher scores more difficult to achieve. Meanwhile, it seems to have forgotten that there are real students who are taking these tests and struggling to cope with the rapid rate of change.

There are a couple of options for students to become better equipped for the redesigned tests. Instead of piling on AP classes with the assurance that the exams are easy, students should cut back. Focusing on fewer AP exams will still give students a chance to excel.

Moreover, since teachers may not always be sufficiently prepared with a redesigned course, students will probably have to become more independent thinkers and learners. Learning the material in a course is not the only way to do well in an exam. Students should also actively seek out any practice materials they can find.

Lastly, students can't change the College Board or its decisions, even when those actions put them at a disadvantage. Students can, however, take these changes in stride, be dynamic and adapt to the new standards. It is possible to maintain the same level of excellence LHS students are known for; we just have to play by the College Board's rules.

THANK YOU

to our generous donors for supporting the Musket. We couldn't do it without you!

- Jeanne Lin
- Bhavani Tirupati
- Lorraine Bennett

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EDITORIAL - PAGE 2

quirement is sacrificing upperclassmen free blocks for studies and keeping X-Block as part of the schedule. Frees have their merits, allowing students to socialize, relax and go off campus, but they are often spent unproductively, and don't afford enough time to go far off campus or take a substantial break from the day. Replacing frees with studies would bring all students up to the 990-hour requirement while allowing X-Block to live on.

One final way to restructure the schedule would be to combine and repurpose the two homeroom periods to create a new 30-minute period for students to meet with teachers. Following the usual five minutes of announcements, students could use the remaining 25 minutes as a directed study. Alternatively, if all blocks were shortened on Tuesdays and Thursdays, homeroom could be extended to a full block, giving students even more time to catch up on work and meet with teachers.

X-Block plays a major role in keeping LHS humming; it allows students to recharge, catch up academically or participate in another extracurricular activity. The value of a flexible time like X-Block should not be discounted in the creation of a schedule that comes closer to meeting the state hour requirement. Rather than eliminating this valuable component of the LHS schedule entirely, school administrators would be well advised to recreate X-Block in a new form. Despite the removal of X-Block, LHS students should not view the restructured schedule as a loss, but rather an opportunity to reenvision and enrich life at LHS.

KISS ME, KATE - PAGE 5

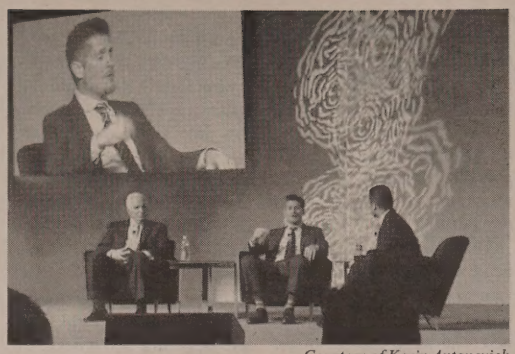
ration, and this show particularly has a huge range of stylistic interpretation, from Renaissance and baroque to jazz things, and we've got to get the style right on all of them," said Leonard regarding the task of the players.

The process of collaboration and mutual growth among students, as Leonard describes, is both beneficial to the students and one of the most rewarding parts of the pit orchestra experience.

As opening night nears, the cast, crew and musicians alike anticipate the culmination of their hard work and hours of dedication.

Antonevich explores sports analytics at Sloan conference

Justin Kim
Andrew Sterne
Staff Writers



Courtesy of Kevin Antonevich

Executives and leading researchers met at the Hynes Convention Center to discuss and learn more about the increasing role of analytics in sports.

With the increasing influence of statistical analysis in sports, it sometimes seems as though every aspect of every game can be predicted. Many people take this analysis for granted and accept that, for instance, the Patriots have a 46 percent chance of winning or the Bruins are likely to score three goals. However, Lexington High School junior Kevin Antonevich has decided to explore the source of these statistics.

Antonevich attended the MIT Sloan Sports Analytics Conference from Feb. 28 to March 1 at the Hynes Convention Center in Boston. The conference was presented by ESPN and featured a variety of speakers, from Boston Celtics head coach Brad Stevens to noted statistician and writer Nate Silver.

At the conference, Antonevich attended a series of hourlong panel discussions that covered a wide range of topics, including analytics for specific sports like football and other topics like the influence of referees on sports. In the last 15 minutes of each panel discussion, attendees had the opportunity to tweet or text in any questions they had about the presented material.

Antonevich said his favorite panel discussion was "Inside the War Room: Building Alignment from Front Office to Field," which was led by Atlanta Falcons general manager Thomas Dimitroff and Falcons head coach Mike Smith. Dimitroff and Smith discussed the relationship between what happens on the field and in the front office, and emphasized the importance of a unified organizational culture in achieving success.

Of all the discussed topics, Antonevich said that he was most intrigued by "analytics that are ... hard to quantify, like injury prevention, fitness and team chemistry, because they add a whole different dimension to sports outside of the physical game itself."

Antonevich said his love for sports started at a very young age, when he attended and scored baseball games. Later on, he started looking into statistics in other sports and developed a greater passion for statistical analysis.

"There's so many more things to look into," Antonevich said, "[including] how to visualize data and how to make it readable or understandable quickly without having to do much gory math."

At the conference, he attended a panel discussion that touched directly on this point, led by professor Edward Tufte from Yale University. Tufte explained how to present data visually without overwhelming the viewer in numbers and statistics.

Antonevich's interest in data presentation inspired him to create a blog called Turning Two: Baseball and Football Analytics in the summer of 2013. The blog mainly consists of statistically based analyses and predictions for professional football and baseball.

"I think [the blog is] fantastic," said LHS junior Jack Lang, a frequent reader of An-

[SLOAN, page 6]

From the Sidelines: Pagliuca imparts to girls' softball the value of learning from mistakes

Bharath Chari
Alexander Nehrbass
Staff Writers

Staff photo by Chao Zheng Li

Francis Pagliuca, coach of the LHS girls' softball team, starts practice with warm-up drills in the field house.

The Lexington High School girls' softball team won the Middlesex League championship and qualified for the state tournament last spring under the guidance of coach Francis Pagliuca.

Pagliuca has been interested in softball since childhood, when his father coached his sister's softball teams. He has has been actively involved in the sport ever since.

In his 15 years of coaching softball, including seven years of coaching the LHS varsity team, Pagliuca has built a coaching philosophy around cultivating growth in his players both on and off of the field. Pagliuca said a player's success should be measured by his or her ability to apply lessons learned in practices and games to his or her life outside of the sport.

"It's great that we're all here for softball and we want to get better," he said, "but it's bigger than just the sport itself. It's about learning how to work in groups, how to deal with adversity. Because it's how you deal with failure, how you pick yourself up, that helps you out in real life situations."

One of the lessons Pagliuca tries to teach his players is the understanding that failure is acceptable. He sees mistakes as important opportunities for players to learn more about themselves and the sport.

"We have to hold ourselves accountable for making mistakes," said Pagliuca, "but it's really about how we make that

[PAGLIUCA, page 6]

Winter Sports Wrap-ups

By Lizzie Case and Colin Cantwell (staff writers)

Boys' Basketball

The boys' varsity basketball team finished with an overall record of 17-10, and went 8-8 in the Middlesex League. They lost in the first round of the Division 1 North State Tournament to Lynn English. In the middle of the season, the team earned a comeback win against Acton-Boxborough at TD Garden in the Good Sports Invitational. Senior and captain Hugh O'Neil was the team's leading scorer. His brother, sophomore Harry O'Neil, was the leading rebounder.

Girls' Basketball

The girls' varsity basketball team finished with a Middlesex League record of 8-8 and an overall record of 16-20. Sophomore guard Anna Kelly was voted Most Valuable Player of the Middlesex League. She set a school record for points scored in a game, scoring 52 points against Belmont, which was the third-highest total in state history.

"I was very proud of the turnaround," said coach Steve Solly. "We went from last place to finishing third place in the Middlesex League Liberty Division."

Boys' Hockey

The boys' hockey team went 4-16-1. They beat perennial Middlesex League power Woburn, 2-0, after losing to them 8-1 earlier in the season.

No Lexington High School team had beaten Woburn for "as long as anyone could remember," said coach Greg Fowke.

Girls' Hockey

The girls' varsity hockey team ended with an overall record of 4-13-3 and a Middlesex League record of 2-9-3.

Senior Amanda Charlton said, "We played hard together and meshed well together."

Sophomore and team member Olivia Bryant was a recipient of the Massachusetts Interscholastic Athletic Association Boston Bruins Sportsmanship Award this season.

Boys' Indoor Track

The boys' indoor track team went 4-2. Senior Ethan Isaacson and junior Ben Jacobson both qualified for the Massachusetts All-State Indoor Championships in the two mile, and junior Quinten Clark qualified for the state meet in the high jump. The 4x200 relay team of sophomore Mekhi Cumberbatch, juniors Michael Hunter, Sayin Shute and Woojin Kang, and senior Jake Douvas qualified for the Emerging Elites division at the 2014 New Balance Nationals Indoor meet.

Girls' Indoor Track

The girls' varsity indoor track team went undefeated. They were Middlesex League Dual Meet Champions for the fifth straight year and won the Middlesex League Championship meet.

Four school records were broken: in the 4x200 relay, by freshman Nina Benites and juniors Alex Cox, Jessica Foley and Melissa Solomon, the sprint medley, by Cox, Foley, Solomon and junior Olivia Manickas-Hill, the shot put record, by junior Jakiya Taylor, and the 1,000 meter, by Manickas-Hill.

The strength of the team was its depth, said coach Emmett O'Brien. "We had over 80 team members at practice on a daily basis," he said. "Any one of these runners had the ability to score points in a varsity meet."

Boys' Swimming

The boys' swimming team finished with an 8-1 record in Middlesex League meets, first in the league. They came in 12th at the Massachusetts Division I Boys' Swimming and Diving meet. At the state meet, senior and captain Ben Mock placed seventh in the 50 meter freestyle. Senior Sharvaj Phene, also a captain, and juniors Chris Smith and David Ikezu finished in eighth place in the 200- and 400-meter freestyle relays.

Wrestling

The boys' wrestling team went 8-11. Seven wrestlers attended the Division 1 Central Sectionals, and senior Rhett Adley and junior Bradley Sowsy, both captains, won the championship in their respective weight classes. Sowsy also qualified for all-states, which no LHS wrestler has done since 2009.